

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5</b>		
<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> <b>RECEIVED</b>  TEAS EDUCATION AGENCY  SEP 27 AM 10:47  <small>Place date stamp here</small> </div>
<b>Grant Period</b>	February 1, 2017, to July 31, 2020, pending future federal allocations	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 15, 2016	
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency, 1701 North Congress Ave  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Campus name/#	Amendment #	
Connally ISD	161921	Connally Elementary - 004		
Vendor ID #	ESC Region #	DUNS #		
746003571	12	835607052		
Mailing address		City	State	ZIP Code
200 Cadet Way		Waco	TX	76705
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Sandra		Hancock	Assistant Superintendent of Curriculum and Instruction	
Telephone #	Email address		FAX #	
254-296-6460	shancock@connally.org		254-412-5530	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
David	T	Wimberly	Director of Federal Programs	
Telephone #	Email address		FAX #	
254-296-6463	dwimberly@connally.org		254-412-5530	
<b>Part 2: Certification and Incorporation</b>				

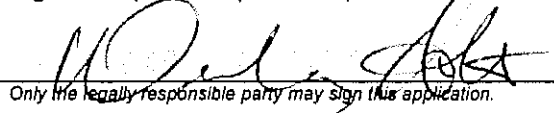
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name <b>Wes</b>	M.I. <b>Holt</b>	Last name <b>Holt</b>	Title <b>Superintendent</b>
Telephone # 254-294-6460	Email address wholt@connally.org		FAX # 254-412-5530

Signature (blue ink preferred)

Date signed



9-27-2016

Only the legally responsible party may sign this application.

701-16-105-011

**Schedule #1—General Information**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions.</li> <li>3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Transformation Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that— <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</li> </ol> </li> </ol> </li> </ol>

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- iii. Are designed and developed with teacher and principal involvement;
  - (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
  - (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
  - (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
2. Deliver comprehensive instructional reform strategies.
    - (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
    - (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
  3. Increase learning time and create community-oriented schools.
    - (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year, and by addressing each of the following areas:
      - i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
      - ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
      - iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
    - (B) Provide ongoing mechanisms for family and community engagement.
  4. Providing operational flexibility and sustained support.
    - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).

8. The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**.  
By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:
  - (A) Improves student academic achievement or attainment
  - (B) Is implemented for all students in the school
  - (C) Addresses in a comprehensive and coordinated manner:
    - a. improvement in school leadership
    - b. improvement in teaching and learning in academic content areas
    - c. professional learning for educators
    - d. student non-academic supports

In doing so, the LEA/campus will implement the following:

  - 1) Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

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- 2) Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
- 3) Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
- 4) Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
- 5) While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - a. Data to identify the population at risk of dropping out of school;
  - b. Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - c. Early College brochures in all languages relevant to the school community;
  - d. Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1**

- 6) By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
    - Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

- 7) By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

- 8) Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
- 9) Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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- By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
- Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
1. An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  2. A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  3. Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  4. Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- (A) Texas Education Agency, Early College High School program
- (B) Texas Education Code §29.908
- (C) Texas Administrative Code §4.161
- (D) 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:
- Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
  - Offer full-day kindergarten.
  - Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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	<ul style="list-style-type: none"> <li>○ High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;</li> <li>○ High-quality professional development for all staff;</li> <li>○ A child-to-instructional staff ratio of no more than 10 to 1;</li> <li>○ A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;</li> <li>○ A full-day program;</li> <li>○ Inclusion of children with disabilities to ensure access to and full participation in all opportunities;</li> <li>○ Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;</li> <li>○ Individualized accommodations and supports so that all children can access and participate fully in learning activities;</li> <li>○ Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;</li> <li>○ Program evaluation to ensure continuous improvement;</li> <li>○ On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;</li> <li>○ Evidence-based health and safety standards.</li> </ul> <ul style="list-style-type: none"> <li>• Provide educators, including preschool teachers, time for joint planning across grade levels.</li> <li>• Replace the principal who led the school prior to the commencement of the early learning model.</li> <li>• Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ul style="list-style-type: none"> <li>○ Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>○ Are designed and developed with teacher and principal involvement;</li> </ul> </li> <li>• Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</li> <li>• Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.</li> <li>• Use data to identify and implement an instructional program that is: <ul style="list-style-type: none"> <li>○ Research-based;</li> <li>○ Developmentally appropriate;</li> <li>○ Vertically aligned from one grade to the next as well as aligned with State academic standards;</li> <li>○ Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.</li> </ul> </li> <li>• Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</li> <li>• Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is: <ul style="list-style-type: none"> <li>○ Aligned with the school's comprehensive instructional program</li> <li>○ Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.</li> </ul> </li> <li>• Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).</li> <li>• Utilize Texas State Board of Education approved pre-kindergarten instructional materials.</li> <li>• Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.</li> </ul> <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p>
10.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Turnaround Model</b>, the campus will meet all of the following federal requirements:</p> <ul style="list-style-type: none"> <li>• Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;</li> </ul>

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By TEA staff person:



	<ul style="list-style-type: none"> <li>• Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ul style="list-style-type: none"> <li>◦ Screen all existing staff and rehire no more than 50 percent; and</li> <li>◦ Select new staff</li> </ul> </li> <li>• Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</li> <li>• Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> <li>• Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>• Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;</li> <li>• Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>• Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:             <ul style="list-style-type: none"> <li>◦ Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>◦ Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>◦ Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ul> </li> <li>• Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ul> <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Whole-School Reform Model</b>, the campus will meet all of the following federal requirements:</p> <ul style="list-style-type: none"> <li>• Implement an evidence-based whole-school reform in partnership with a model developer.</li> <li>• The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> <li>• The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a></li> </ul> <p>These approved models are supported by:</p> <ol style="list-style-type: none"> <li>1. A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>2. A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.</li> <li>3. A study which used a large sample and multi-site sampling.</li> </ol> <ul style="list-style-type: none"> <li>• Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</li> <li>• The whole-school model must implement the model for all students in the school.</li> <li>• The whole-school model must address at a minimum and in a comprehensive and coordinated manner:             <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teaching and learning in at least one full academic content area</li> <li>• Non-academic supports for students</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>Family and community engagement</li> </ul>
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Restart Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ol style="list-style-type: none"> <li>significant improvement in academic achievement</li> <li>success in closing achievement gaps either within a school or relative to other public schools</li> <li>High school graduation rates</li> <li>No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ol> </li> <li>Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Closure Model</b>, the campus will meet all of the following federal requirements:</p> <ul style="list-style-type: none"> <li>Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ul> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>rural LEA applicant</b> may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here:  <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>
18.	<p>The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.</p>
19.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation.</p>

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	All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**-Schedule #4—Request for Amendment**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Connally Elementary School (CES)** in Connally ISD (CISD) is applying for the 2016-2020 Texas Title 1 Priority Schools Grant, Cycle 5 because the campus has been designated as "Improvement Required" for three consecutive years (*10 Priority Points*). The District Education Improvement Committee (**DEIC**) composed of campus administrators, key staff, and influential stakeholders in the community believe that this grant project will benefit the student population (346 students) by producing significant gains in student achievement in 2 years and ready the school for the longer process of becoming an academic high performing school. CISD will implement the **Turnaround Model** utilizing research-based school reform initiatives intended to motivate, develop and retain high-quality teachers to increase student achievement. CES is eager to improve student performance by aggressively targeting the challenges that make CES persistently low performing and addressing the key priorities, in order of importance. The model relates to the goals of the campus with the selection of a new CES Principal; new selection of 21 of the 26 teachers on the campus; adopting a new governance structure; implementing an instructional program that is research-based and vertically aligned to the Texas Academic Standards; develop a teacher evaluation system; develop a compensation plan that includes financial incentives and increased opportunities for the promotion of staff who increase student achievement; job-embedded professional development. **Development of the budget:** In the spring 2016, the Superintendent began soliciting feedback from stakeholders in the school district and the community regarding a School Improvement Plan. The District Education Improvement Committee (DEIC) composed of the Superintendent, representatives from the district-level, campus, community members, business leaders and parents developed a comprehensive community and district needs assessment. Once the TIPPS grant was announced this group provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which campus was most in need. The budget committee, led by the Assistant Superintendent for Curriculum and Instruction, developed a comprehensive budget that would provide adequate: 1) personnel salaries, stipends, incentives to teacher based on student achievement; 2) supplies, curriculum, training and support for teachers; 3) performance awards based on teacher evaluation, individual classroom achievement growth, and school-wide achievement; 4) implementation of a comprehensive teacher evaluation system; 5) travel for teachers to attend state and national leadership programs. Once this tentative budget was developed, it was presented to the entire DEIC for input and approval. **Demographics of campus** - CES has specific demographics that relate to the defined goals and purposes of the grant – a need to transform educator quality and improve student academic performance. An average of 83% of students are Economically Disadvantaged. African American and Hispanic students are the majority of students enrolled. Although the average years of experience for teachers 12.5 years, the STAAR test results reveal that students at CES are below both the state and regional averages in all core subject areas. Teacher input through surveys and discussions indicate that teachers need "onsite" coaching and mentoring with an emphasis on content to improve their pedagogy and the way they can engage more students in learning (District Survey). The average teacher salary at CES is slightly below the state average (TAPR report). **Needs assessment process** – The DEIC believes that a comprehensive needs assessment is critical to the development of high-quality school programs. Research supports that school districts that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change (Darling-Hammond 2015).

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The CISD District and Campus Needs Assessments are done annually by the DEIC with input from ESC 12 specialists, monitored throughout the school year, and updated annually at both the district and campus level through their Leadership Teams. The process is driven through the DEIC and is composed of the Superintendent, representatives from the district-level, campus, community members, business leaders and parents. The purpose of the Needs Assessment is to systematically review practices, processes, and systems within the school district and assist the DEIC in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently will guide the development of meaningful district and campus planning each year and outlines benchmarks for evaluation. **The management plan** - Successful management of any program requires clear and efficient planning, coordination, and communication structure for all involved. Procedures for making decisions, initiating training, addressing services, feedback, increasing resources, monitoring, eliminating barriers and ensuring sustainability will be established by the DEIC. The DEIC will establish a TIPPS Committee that will develop a TIPPS Management Plan to include planning, financial accountability, human resource management, continuous performance measurement, evaluation and reporting all progress to all stakeholders. The TIPPS Team will include the Superintendent of Schools, the CES Principal, the TIPPS Project Director (PD) Master Teachers, Mentor Teachers, and Career Teachers. The oversight of the program will be managed and monitored by the **School Turnaround Leader**, who will be a district-level administrator. The PD will manage the day-to-day activities of the grant, be responsible for implementing the activities of the grant, develop a timeline of all grant activities with anticipated completion dates for each activity, develop strategies to keep all faculty and staff focused on the goals of the project, and organize the program components to ensure the program meets the needs of the students and teachers. **The Principal** will serve as the head of the TIPPS Team and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations and evaluating teachers. The PD along with the Master Teachers and Mentors, will work to ensure that all components are in place, gather feedback, and offer recommendations for improvements. The PD will coordinate and supervise activities of the Master Teachers and Mentors. Detailed roles and responsibilities will be developed to ensure that the project is successfully implemented. In an effort to solicit feedback on an ongoing basis, the PD will conduct meetings every month to analyze progress-monitoring data. The DEIC ensures that the **TIPPS Program will receive consistent, high-quality management** due to the "buy in" and support for this initiative from the Superintendent of Schools and the DEIC. Because CISD has struggled academically, the superintendent recognizes that TIPPS has the research-based components that have the potential to improve educator effectiveness in the district. This "hands-on" administrative involvement will foster the communication, interaction, and collaboration needed for a successful project. **The evaluation design** -will measure progress by applying systematic research methods to measure the implementation, fidelity, and outcomes of the TIPPS. It will include formative and summative evaluation to assess the extent to which process measures, performance measures, and outcomes have been accomplished. The formative evaluation will focus on addressing whether or not activities are being implemented as planned. Ongoing findings will be compared to performance measures and benchmarks, project timeline, and adjustments will be made as needed. Baseline data for students and teachers will be collected immediately upon award. A rigorous, transparent, and equitable evaluation system for teachers and principals will be implemented that take into account data on student growth as well as other factors such as multiple observation-based assessments of performance and ongoing collection of professional practice reflective of student achievement. Evaluation methods will include pre- and post-surveys of teachers and principals, observation rubrics of knowledge and practices of participating teachers. CISD agrees to collect data and report annually during the life of the grant on the mandatory performance measures for "required practices" **All Statutory Requirements as well as TEA Requirements have been completely and accurately answered** - The DEIC has worked with the Superintendent to develop this **Turnaround Model** that will bring about improved educator quality and effectiveness, improved quality, effectiveness and efficiency of district administration and improved student learning by meticulously analyzing and applying the Statutory and TEA requirements. **Ongoing commitment to the goals of this grant program** - As previously stated above, the superintendent and the DEIC have pledged their support and sustained leadership to the TIPPS project. CISD will employ every effort to sustain the TIPPS through a coordination of district, federal, state, community and school resources. CISD's general practices have always been to implement and sustain promising educational programs that are effective for all learners to succeed academically and will continue to do so with the TIPPS. In addition, sustainability will begin with a strong evaluation to measure ongoing program and student achievement.

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## Schedule #6—Program Budget Summary

County-district number or vendor ID: 161921 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations Fund code: 276

## Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$191,901	\$	\$785,588	\$	\$785,588	\$	\$785,588	\$	\$2,547,765
Schedule #8	Professional and Contracted Services (6200)	6200	\$242,000	\$	\$250,000	\$	\$250,000	\$	\$250,000	\$	\$992,000
Schedule #9	Supplies and Materials (6300)	6300	\$150,000	\$	\$150,000	\$	\$150,000	\$	\$150,000	\$	\$600,000
Schedule #10	Other Operating Costs (6400)	6400	\$50,000	\$	\$75,000	\$	\$75,000	\$	\$75,000	\$	\$275,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0	\$	\$0	\$	\$0	\$	\$0
Consolidate Administrative Funds <input type="checkbox"/> Yes <input type="checkbox"/> No											
Total direct costs:			633,901	\$	\$1,260,288	\$	\$1,260,288	\$	\$1,260,288	\$	\$4,414,765
2.735% indirect costs (see note):			N/A	\$17,337	N/A	\$34,468	N/A	\$34,468	N/A	\$34,468	\$120,741
Grand total of budgeted costs (add all entries in each column):			\$633,901	\$17,337	\$1,260,288	\$34,468	\$1,260,288	\$35,468	\$1,260,288	\$34,468	\$4,535,506

## Administrative Cost Calculation

Enter the total grant amount requested:

\$4,535,506

Percentage limit on administrative costs established for the program (5%):

x .05

Multiply and round down to the nearest whole dollar. Enter the result.

\$226,775

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

## NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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By TEA staff person:

RFA #701-16-105; SAS #198-17



Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID:			Amendment # (for amendments only):			
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted
<b>Academic/Instructional</b>						
1 Teacher (Master Teachers)	2		\$16,000	\$110,000	\$110,000	\$110,000
2 Educational aide			\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$
<b>Program Management and Administration</b>						
4 Project Director	1		\$35,000	\$70,000	\$70,000	\$70,000
5 Title			\$	\$	\$	\$
6 Title			\$	\$	\$	\$
<b>Auxiliary</b>						
7 Title			\$	\$	\$	\$
8 Title			\$	\$	\$	\$
9 Title			\$	\$	\$	\$
<b>Other Employee Positions</b>						
10 Literacy Coach	1		\$8,000	\$55,000	\$55,000	\$55,000
11 Family Engagement Specialist	1		\$7,500	\$45,000	\$45,000	\$45,000
12 Home Visitors	6		\$6,800	\$68,000	\$68,000	\$68,000
13		Subtotal employee costs:	\$76,000	\$377,700	\$377,700	\$377,700
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
14 6112 Substitute pay			\$7,000	\$15,000	\$15,000	\$15,000
15 6119 Professional staff extra-duty pay (Tutoring; additional time & days)			\$83,352	\$175,353	\$88,353	\$88,353
16 6121 Support staff extra-duty pay			\$0	\$0	\$0	\$0
17 6140 Employee benefits			\$25,549	\$108,035	\$108,035	\$108,035
18 61XX Employee stipends (Teachers; aides; Professional support staff) Specify amounts and criteria to earn stipend: Student Achievement; Maximum amount \$3,450 per staff member				\$124,200	\$124,200	\$124,200
19		Subtotal substitute, extra-duty, benefits costs	\$115,901	\$407,588	\$407,588	\$407,588
20		Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	\$191,901	\$785,288	\$785,288	\$785,288
						\$2,547,765

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)						
County-district number or vendor ID: 161921			Amendment # (for amendments only):			
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land					
	Specify purpose:	\$	\$	\$	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$	\$	\$
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	International Center for Leadership-leadership training	\$62,000	\$35,000	\$35,000	\$35,000	\$167,000
2	Critical Accountability Training- campus accountability for staff/leadership	\$0	\$20,000	\$20,000	\$20,000	\$60,000
3	AVID training for all staff over period of the grant	\$15,000	\$20,000	\$20,000	\$20,000	\$75,000
4	Lead4Ward – specific, high-yield instructional strategies modeled for staff	\$30,000	\$20,000	\$20,000	\$20,000	\$90,000
5	Math Solutions- Coaching model for teachers/leadership	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
6	Do the Math – Intervention strategies for students/teacher coaching	\$26,000	\$20,000	\$20,000	\$20,000	\$86,000
7	Meadows Center – Instructional decision-making model (RII)	\$15,000	\$30,000	\$30,000	\$30,000	\$105,000
8	StemScope – Coaching model specific to math/science	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
9	Conscious Discipline Model – create positive campus environment	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
10	Rachel's Challenge – bullying prevention training for staff; students	\$2,000	\$5,000	\$5,000	\$5,000	\$17,000
11	Scholastic Family Literacy Program – FACE program; literacy	\$17,000	\$25,000	\$25,000	\$25,000	\$92,000
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
b. Subtotal of professional and contracted services:		\$242,000	\$250,000	\$250,000	\$250,000	\$992,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$242,000	\$250,000	\$250,000	\$250,000	\$992,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #9—Supplies and Materials (6300)</b>								
County-District Number or Vendor ID: 161921				Amendment number (for amendments only):				
<b>Supplies and Materials Requiring Specific Approval</b>								
<b>Expense Item Description</b>				<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total Budgeted Across all Years</b>
63XX	Technology Hardware- not capitalized			\$	\$	\$	\$	\$
	#	Type	Purpose	Quantity	Unit Cost			
	1	iPads	Family Literacy	45	\$700	\$31,500	\$0	\$0
	2	Charging Carts	Family Literacy	2	\$3,000	\$6,000	\$0	\$0
	3					\$	\$	\$
	4					\$	\$	\$
	5					\$	\$	\$
63XX	Technology Software- not capitalized			\$	\$	\$	\$	\$
	Specify type/purpose:			\$	\$	\$	\$	\$
63XX	Textbooks/Curricular Materials			\$	\$	\$	\$	\$
	Specify type/ purpose:			\$	\$	\$	\$	\$
63XX	Supplies and materials to be used as student incentives			\$	\$	\$	\$	\$
	<b>Specify type/ purpose: TOTAL REQUIRING SPECIFIC APPROVAL</b>			<b>\$37,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$37,500</b>
<b>Supplies and Materials that do not Require Specific Approval</b>								
6300	Supplies and materials that do not require specific approval:			\$112,500	\$150,000	\$150,000	\$150,000	\$562,500
	<b>Grand total:</b>			<b>\$150,000</b>	<b>\$150,000</b>	<b>\$150,000</b>	<b>\$150,000</b>	<b>600,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 161921		Amendment number (for amendments only):				
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$	\$	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$	\$	\$	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$	\$	\$	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$	\$
64XX	Advisory council/committee travel or other expenses Specify name and purpose of council: Specify types of costs:	\$	\$	\$	\$	\$
6495	Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$50,000	\$75,000	\$75,000	\$75,000	\$275,000
Grand total:		\$50,000	\$75,000	\$75,000	\$75,000	\$275,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)							
County-District Number or Vendor ID: 161921				Amendment number (for amendments only):			
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4
6669—Library Books and Media (capitalized and controlled by library)							
1		N/A	N/A	\$	\$	\$	\$
66XX—Computing Devices, capitalized							
2			\$	\$	\$	\$	\$
3			\$	\$	\$	\$	\$
4			\$	\$	\$	\$	\$
5			\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$
66XX—Software, capitalized							
9			\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles							
14			\$	\$	\$	\$	\$
15			\$	\$	\$	\$	\$
16			\$	\$	\$	\$	\$
17			\$	\$	\$	\$	\$
18			\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)							
21				\$	\$	\$	\$
Grand total:				\$0	\$0	\$0	\$0
				\$	\$	\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	499		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	161	32.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	163	32.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	160	32.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	1	0.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	414	83.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	59	11.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	48	9.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	477		Campus Discipline Records
Disciplinary placements in In-School Suspension	345		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	28		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	24		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		95.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		91.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	209	71%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	205	70%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		45.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		17%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	20.7		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1338		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		63.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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By TEA staff person:



**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- In the 2015-16 school year, CES was restructured to house only grades 4 and 5 (previously 3-5).
- CES has had 8 principals in 8 school years. The instability has caused tremendous insecurity at the campus.
- CES has had the designation of Improvement Required by TEA for 3 consecutive years.
- 77% of the students enrolled on the CES campus are classified as "at-risk" for dropping out of high school.
- ELL and economically disadvantaged students at CES lag behind "All Students" in all core areas of the STAAR test by at least 7 percentage points.
- Only 37% of prior year STAAR failures in reading passed the test in the next year; therefore, remediation and interventions were not adequate. In 2016, only 70% of students on this campus passed the Reading STAAR and 71% passed the math STAAR.
- The percent of economically disadvantaged students has grown from 64% in 2003 to 83% in 2016. The increase in students from low-income homes started to increase in 2007 when there was a 10% increase in one year.
- Writing STAAR scores have been substantially lower than the state average (72% passing) at 38% passing in 2013 and 48% passing in 2015.
- African American, Hispanic students, Economically Disadvantaged students, and English Language Learners have lower writing scores than White students (more than 25 percentage points in 2015. According to teachers, this points to the fact that these students have few "life experiences" to write about. Students score low on vocabulary skills and 75% of Hispanic and African American students score in the bottom quartile of reading comprehension assessments.
- In 2003, 58% of the students attending the campus were White with 20% African American and 19% Hispanic. The percent of White students attending the campus has dropped to 35% in 2016; increased to 31.6% African American; increased to 30.5% Hispanic.
- Parent involvement has dwindled in the last five years. Teacher and parent surveys as well as attendance logs years show that 25% fewer parents are attending Open Houses, parent conferences, and parent trainings than they did five years ago.
- According to surveys from the McLennan Economic Development Corporation, 57% of families in CISD depend upon government assistance such as food stamps, subsidized housing and public assistance.
- Education attainment in the community is low. 21.3% of the residents in CISD do not have high school diploma and only 14% have a bachelor's degree or higher.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	48.7		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	31.7	65.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	6	12.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	4.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	8.9	18.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	4	12.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	26.7	84.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	4	12.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	13.3	42.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	7.4	23.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	4.0	12.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	3	9.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$38,500		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$39,400		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$42,120		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$47,312		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	\$54,500		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	Personnel Records
Staff with Bachelor's degree as highest level attained	26.7	84.2%	Personnel Records
Staff with Master's degree as highest level attained	5	15.8%	Personnel Records
Staff with Doctoral degree as highest level attained	0	0%	Personnel Records

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Connally ISD, and specifically Connally Elementary School, has had a difficult time retaining teachers. A large percentage of the teachers at the CES have been beginning teachers (36.3%) and this has been the trend for the last five years. The campus and the district spend time and resources training these beginning teachers in areas from classroom management to measuring the campus progress against identified criteria. 65% of beginning teachers leave the district after 3 years taking the training and expertise they have gained with them. Over half of the teachers leave Connally ISD for schools within the area that have fewer economically disadvantaged and minority students. However, for the 2016-17 school year, only 2 teachers (.07%) are beginning teachers. 65% of the teaching staff have from six to twenty year's experience.
- Since 2014-15, 21 of the 26 teachers on the campus were replaced.
- For the 2016-17 school a new principal has been put in place as of July 1, 2016. As of this proposal, all teaching positions have been filled with qualified teachers of which 2 are beginning teachers, 5 have from one to five years experience, 8 from 6 to 10 years experience, 9 with 11 to 20 years experience and 2 teachers have more than twenty years.
- 10 out of the 26 teachers on the campus (38.5%) at the elementary level are certified through **Alternative Certification Programs** and have as their college major a subject other than education.
- Although one-third of the students on the campus are African American and one-third are Hispanic, only 4 (12.6) teachers are African American and no Hispanic teachers are on the campus. This is a trend that has lasted for the last five years. Although the campus and the district recruit minority teachers, they have not been successful in attracting them to the campus.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					190	160								350

**Part 6: Teachers to Be Served with Grant Funds.**

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					13	13								26

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders a DEIC is composed of the Superintendent, representatives from the district-level, campus, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within CISD as well as examine and analyze the state of current student achievement, and set goals for student achievement. Since all in the targeted campus (CES) has an accountability rating of "Improvement Required" by TEA for three consecutive years, multiple sources of data have been examined to identify the priority needs of the campus. The DEIC is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment became the tool that guided meaningful district and campus planning. **Process to identify and prioritize the needs of the campus:** A School Profile was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of the campus' environment provided information to be collected and analyzed for the needs assessment via the following activities:

- Individual and group interviews with the superintendent, principal, assistant principal, counselor, teachers, parents and students (when age appropriate)
- Pre-assessment survey feedback from stakeholders that included teachers, parents, and students
- Direct classroom observation using the Rigor/Relevance Rubric
- Review of school data (PEIMS, AEIS, CIPs, lesson plans, etc.)
- STAAR test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Curriculum and instruction issues were examined, including alignment with TEKS and STAAR
- Professional development needs were assessed including teacher qualifications, the nature of professional development, planning time for teachers, financial incentives.
- The mentoring program was analyzed through questionnaires and conversations with first through third year teachers
- Family and community involvement was explored (communication with parents about student achievement, their involvement in decisions, supports provided to families, and/or business partnerships)

The DEIC performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. Another committee determined the current state of skills, knowledge, and abilities of teachers and staff members as well as organizational goals, climate and internal and external constraints. By using multiple data sources to compare data, priority needs emerged. These priority needs will help the DEIC make informed decisions that will ensure that all students meet challenging academic standards and meet district and campus goals.

- The "Gap" Analysis produced a large list of needs for staff training and development, organizational development, and student interventions. Next, the committee determined if the needs were real, if they were worth addressing, and their importance and **urgency** was detailed
- Causes for student performance problems were identified based on reoccurring trends
- Growth opportunities for staff were identified based on interviews with staff, surveys, and data collection
- The recommendations from the DEIC committees were communicated to the entire DEIC and the task of prioritizing the needs was done by the entire DEIC over several months and numerous meetings.

A timeline that included the description of the general prioritized steps and activities to be implemented were developed and disseminated to the campus staff.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation  
☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☒ Turnaround  
☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The DEIC examined the school reform models and the benefits of each model and decided that the **Turnaround Model** was the best fit for CES and the unique needs of CES students. The data collected from various assessments, parent interviews, and student progress monitoring instruments point to the fact that CES is a chronically poor performing school—with a high proportion of its students (at least 35%) failing to meet state standards of proficiency in mathematics or reading over three consecutive years. Gaps between low-socioeconomic children and their peers are also large. Our students are entering the CES school lacking key language, reading, literacy, math, and socio-emotional skills. Further investigation has shown that these gaps are the result of disparities in these children's learning experiences, both at home and in school. In addition, CES has begun the Turnaround process by replaced the principal at the end of the 2016 school year and replacing 21 of the 26 teachers on the campus. Based upon discussions, it was the decision of the DEIC that effective intervention strategies can both alter the course of children's developmental trajectories and prevent the onset of secondary complications and will benefit more students directly. In order to significantly improve academic outcomes and elementary programming, this project will best meet the needs of the students by providing intentional, instructionally rich and developmentally appropriate learning experiences for children in grades 4 and 5. This will be done by implementing 1) a data system to identify and implement a clearly articulated, coherent and intentional curriculum and education program that is vertically aligned across the grade; 2) a professional development plan designed to train all in evidence-based instructional strategies and support them in applying these practices in their classroom; 3) contracting with high-quality organizations that will assist CES in implementing organizational changes that translate into high-quality curriculum, instruction, and assessment systems; 4) well-educated teachers with training specific to elementary grade education; 5) planning-time across grade levels; 6) a rigorous and transparent evaluation system for teachers; 7) identify and reward teachers and other staff through financial incentives as well as increased opportunities for promotion and career growth; 8) establish a schedule that provides increased learning time; 9) establishing a new governance structure by creating a district office for School Turnaround (separate from the elementary and secondary divisions) and a **School Turnaround Leader** will be selected to work with CES to set a clear and compelling mission for the campus, create attainable short-term goals, and define high performance expectations.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.

The DEIC has fully embraced and firmly believes that sustained change in student academic performance can only occur when a cohesive unified system of teaching and learning is understood by all stakeholders (Allen, 2014). At the school level, the Campus Leadership Teams developed ideas and suggestions and became a driving force for deciding upon the school improvement model. These leadership teams were also vital in sharing information with parents, students and some community stakeholders. However, the Superintendent and the DEIC wanted as many groups involved in the decision as possible. During the summer of 2016, the DEIC began targeting additional potential stakeholders by locating organizations that included potential stakeholders such as churches, local businesses, local colleges, neighborhood associations, civic clubs, and organizations such as fish and hunting clubs. A contact database was assembled that contained up-to-date contact information on existing, new and potential stakeholders. Next, these individuals and in some cases groups were sent a survey asking how they would want to be involved.

Describe how this input was taken into consideration when selecting the model. By July 2016, invitations and educational materials were sent to potential stakeholders to recruit them into the planning process. CISD began hosting stakeholder meetings to discuss school improvement issues and a large representation of community members, teachers in the targeted schools, and parents attended these meetings. From the stakeholder meetings the DEIC created an extensive list of all the input received from stakeholders at each meeting and was able to categorize the suggestions according to campus and district priorities. A checkmark was placed after each item that came from more than one source and the DEIC was able to identify items that had three or more checkmarks, indicating it came from at least four sources. These lists were identified as stakeholder group local priorities. The DEIC used these lists to refine and narrow the issues and concerns of the stakeholders. Finally, these defined and narrowed lists were used to determine which school reform model was best for the targeted campus.

Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis. Since the long-term success of this campus is deemed important, the DEIC has asked "To whom do the schools belong and who has a long-term vested interest in the success of the school?" The DEIC quickly found that the on-going collaboration is between the campus and the families who send their children to CES, the taxpayers who support the school, and the businesses who hire the graduates. The DEIC has plans to do the following to sustain stakeholders through the implementation process by: **1)** provide stakeholders the data and other information they need to be productive partners around student achievement decisions; **2)** stakeholder activities will be directly aligned with student achievement goals; **3)** information sharing will be transparent and achievement data will be clear, accurate and meaningful; **4)** allow stakeholders to have meaningful outlets to provide input such as group activities, brainstorming sessions, and listening stations. At least one-third of stakeholder meetings will be devoted to listening to stakeholder concerns, questions and opinions; **5)** the outcome of every meeting will be documented and sent to all stakeholders for review. **6).** The FACE Program (Scholastic, 2016) will provide a Family Engagement Specialist trained to work and help parents assist their children to succeed in school. This program includes a developmentally appropriate curriculum; weekly home visits and monthly group meetings; role playing as the method of instruction; staffing that includes peer home visitors from the community in which the family is being served. The Home Visitors will be peers of the families that they serve and will assimilate into the community.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required) <b>School Turnaround Leader</b>	Support/liaison campus in the school improvement process; oversee the school improvement process; ensuring responsiveness of LEA offices to improvement efforts; providing a direct line of communication to the superintendent, other critical LEA-level leaders; assist in eliminating any LEA-level barriers that may hinder improvement	Views role as an integral part of his/her responsibilities; feels responsible for the success of campus in improvement; has a direct line of contact with the superintendent and other critical district personnel; has authority to influence central office departmental procedures; has leadership and management experience
2.	Principal	The new Principal will reinvent CES by motivating teachers; increasing instructional time for struggling students; establishing an orderly learning environment; and use data sources to monitor student progress.	Master's Degree in Education; at least five years experience in education; 3 years as a classroom teacher; Texas Principal Certification; experience in working with low-performing campus and data analysis experience.
3.	Project Director	Manage the day-to-day activities of the grant project; be responsible for implementing the activities of the grant; develop a timeline of all grant activities; develop strategies to keep all staff focused on goals of the project	Master's Degree in Education; at least five years experience in an education; supervisory experience of medium to large teams; experience in fiscal/budget management, data reporting and evaluation
4.	Literacy Coach	Provide ongoing, job-embedded training and support for the other teachers in the school to build their capacity and effectiveness as reading & math teachers	Familiar with reading & math research, state standards, & assessments; know what is to be taught at each grade level; understand pedagogy; familiar with best practices
5.	Master Teachers	Analyze student data and create an academic plan for the campus; lead cluster groups of teachers and demonstrate lessons, coaching and team teaching to career teachers; partner with the principal in evaluating teachers and conduct follow-up conferences with teachers.	Bachelor's Degree in relevant academic discipline; at least five years of successful teaching as measured by performance evaluations; demonstrated expertise in content, curriculum development, data analysis, mentoring and professional development
6.	Mentor Teachers	Lead cluster meetings and provide classroom-based follow-up and extensive feedback on the instructional practices of career teachers as well as evaluate teachers.	Bachelor's degree & Texas Teaching credentials; at least three years of teaching experience; classroom demonstration showing instructional excellence; student data that illustrates the teacher's ability to increase student achievement
7.	Family Engagement Specialist (FES)	Recruit parents, train home visitors for the FACES Program, organizing group meetings, and developing enrichment activities. FES will work with families in public housing; organize tutoring; find resources for families	Strong communication, public relations and interpersonal skills; familiar with the community agencies; adaptable to the needs of the families; work flexible hours; 3 years experience working in an education, social service, or family support setting
8.	Home Visitors	Members of the community and are also parents in the FACES Program; visit parents in their homes biweekly and instruct them in using educational materials	High School graduate; some college preferred; member of the community and has a child from in elementary school.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	International Center for Leadership Education (ICLC)	Provides support to district and campus level administrators by developing leadership skills to prepare them for setting instructional priorities and transforming instruction to increase achievement for all students	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education
2.	The Meadows Center (UT Austin) & ESC 12	Provide training in the progress monitoring; provide on-site teacher coaching and follow-up; provide mentor training; provide on-site dyslexia training for teachers	Consultants must be a specialist in the field in which they are training; Bachelor's degree or above; at least 3 years teaching experience or experience in the field of expertise
3.	AVID	Focus on the necessary areas to ensure that all students are ready for academic success: Instruction, Culture, Leadership, and Systems that are embedded into the daily instruction across grade levels	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education
4.	Lead4Ward	Instructional resource to provide teachers with detailed descriptions of specific, high-yield instructional strategies modeled and described and included for the PLC menus; support teachers in using an intentional planning processes to deliver rigorous, engaging instruction	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education
5.	Math Solutions/ STEMscope	A strategic coaching plan targeted to: model lessons, support for implementing effective teaching practices; differentiation strategies that will help educators meet the needs of all students in math & science.	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education
6.	Conscious Discipline; Rachel's Challenge; Restorative Discipline	Staff will develop a knowledge base needed to create a positive school environment that is emotionally and physically safe and fosters independence, integrity, confidence, self-control, kindness, and responsibility.	Consultants must be recognized leaders in the field of school climate; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education
7.	Family Engagement Program (Scholastic)	FACES Home visiting program focuses on parent-involved learning. Services offered directly to parents who then work with their own children. Instruction is delivered by Home Visitors.	High School graduate; some college preferred; member of the community and has a child from 3-5 years of age.
8.	Crucial Accountability (Leadership Training)	Step-by-step process for enhancing accountability, improving performance, and ensuring execution of process.	Consultants must be recognized leaders in the field of school improvement; at least 5 years experience in working with campus in need of improvement; Masters or Doctorate degrees in related fields of education

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**How the campus and district will ensure that all project participants remain committed to the project's success.** Connally ISD has considered each member of the TIPPS Project's commitment, capacity and readiness to make the changes necessary to substantially raise the achievement of students our low-performing school. CES views the proposed program as a critically needed project and over the last year, the district and campus has increased the capacity to achieve lasting positive reforms through the implementation of strong evidence-based interventions. The district has made many changes. These changes include personnel changes and instructional personnel additions at the campus level; Leadership and Decision Making Training so that district and campus leaders thoroughly understand what is needed for sustained improvement. CISD and CES are ready to implement the TIPPS grant project for students in grades 4 and 5. As a result of increased capacity, the district will use these grant funds to provide resources, services, and support to the targeted students and to fully and effectively implement this project for years 2017—2020 and beyond.

CISD and the campus staff has pledged their commitment to this project's success in several ways. First, the DEIC established that at least 85% of the classroom teachers at the targeted campus will commit to the TIPPS Project that has the potential to enable schools to meet annual goals and program-term measurable objectives. Once polled, 100% of the teaching staff and administrators at the targeted campus agreed to commit to the TIPPS Project. Another very tangible sign of the high level of commitment to and understanding of this project's goals is the level of local funding support committed by the superintendent and the Board of Trustees. The Superintendent has committed the use of facilities, equipment, supplies, classrooms, transportation, utilities, telecommunications and administrative services for teachers, students, and parents at no-cost to the project. For the last two years a huge commitment to the district and campus goals of the as evidence by CISD's current school improvement initiatives such as the Elementary AVID Program, the Lead4Ward that has taught staff to validate assessments, and the addition of instructional coaches and content interventionists at the campus level. Local funds as well as Title 1 funds have been dedicated to the project.

**Succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel:** It is inevitable that key personnel over the next five years will change. Although the turnover rate among teachers and staff is approximately 30% each year, the turnover rate among district staff is substantially less – approximately 10%. However, CISD has already begun to answer the questions of "who are the future leaders in our organization" and "what is being done to retain them in the school and develop their leadership capabilities?" The Board of Trustees sees succession planning as proactive and long-term. The district must ensure that practices support the recruitment, development and retention of appropriate leadership personnel.

The following strategies have been put in place that will enable the campus and district to deliver continuous high-quality programming when there is a change in key personnel: 1) provide staff information on future opportunities in the school and the district; 2) support individuals who are examining career goals; 3) administrators will be a resource and source of ideas for development options; act as a sounding board to aspiring leaders; and assist staff in setting realistic expectations.

By providing increased opportunities for promotion and career growth, retention rates for staff will increase. These opportunities for staff will be provided through this project. Master and Mentor teachers will provide on-going, job-embedded professional development to teachers through weekly cluster meetings focused on specific student needs and research-based instructional strategies. Master and mentor teachers will follow up with instructional support in the teacher's classroom on a routine basis. Mentors will be provided to all first-year teachers to guide and support them as they begin their teaching careers. The purpose of the New Teacher Support System (NTSS) Mentor Program will be to provide mentors and mentees support in order to facilitate professional growth.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CES is located in a community where families live in concentrated poverty, there are low expectations for students from their families, and the teacher turnover rate is high. For this chronically low-performing campus, the task of change initially seemed overwhelming. However, the barriers to success will be overcome through encouragement and support at the district level and a mobilization of resources to assist the troubled campus. **The following elements in this proposal are carefully designed to significantly increase capacity for lasting change:**

**1.** Adopt a new governance structure requiring the campus to report to a new Turnaround Leader who reports directly to the Superintendent and the Board of Trustees. **2)** The 2015-16 school year principal has been replaced. **3.** The leadership and teaching staff will work with experts in the field of assessing school processes (including programs, curriculum, instruction and assessment strategies, interventions and classroom practices) to understand the process of documenting and measuring the learning processes that they are implementing. Some tools that will be used are **Continuous School Improvement Continuums; Collaborative Instructional Logs; Learning Support Framework** (a series of workshops for teachers) to identify and address barriers to student learning by providing support to students through classroom support, family involvement, community involvement, support for transitions, crisis prevention/intervention, and services for families. **4.** The campus leadership (principals, assistant principals, instructional specialists, literacy coaches and grade level leaders) will work with recognized leaders in the field to begin building a culture that will support teachers through planning, implementation, and professional dialogues designed to maximize rigor, relevance, and learner engagement for all teachers and all students. This will include data collection will serve as a blueprint for school improvement and will be closely aligned to the campus goals and objectives; training and support for campus leaders; ongoing coaching and support; support for professional learning communities (PLCs). **3.** CES will provide social-emotional and community-oriented services and support by developing a home visiting program model that focuses on parent-involved learning where services are offered directly to parents, who then work with their own children. This will empower parents and provide lasting change at the campus and district levels, as these parents become their child's first teacher. **5.** Provide opportunities for career growth of teachers through a Master and Mentor Teacher Program. These staff members will lead cluster groups of teachers, demonstrate lessons, coach and team-teach career teachers. Onsite coaching will also be available to teachers. **6.** Financial incentives for staff members will reward staff that facilitates student academic growth. **7.** Additional time for instruction in core subjects and enrichment activities will increase learning time. **8.** Job-embedded, intentional, sustained staff development will be available to staff that will increase teacher content knowledge and provide teachers with the understanding of authentic means for measuring school wide improvement and growth of student achievement. **9.** Staff will examine data to identify and implement the instructional program that is research-based and vertically aligned from one grade or next and to the TEKS. **10.** Formative, interim, and summative assessments will be used to promote continuous use of student data to meet the individual academic needs of all students.

**How will the LEA provide continued funding and support to sustain the reform after the grant period ends?** As previously stated, the superintendent and the DEIC have pledged their support and sustained leadership to the TIPPS Project. CISD will employ every effort to sustain the TIPPS Project through a coordination of district, federal, state, community and school resources. CISD's general practices have always been to implement and sustain promising educational programs that are effective for all learners to succeed academically and will continue to do so with the TIPPS. In addition, sustainability will begin with a strong evaluation to measure ongoing program and student achievement. Using this data, CISD will work with the campus to incorporate best practices as part of the district and campus Improvement Plans. CISD understands that continuing the intensive professional development in this project will be the most challenging to sustain. However, the district has employed a Professional Development Coordinator that will develop a trainer-of-trainers model for the professional development provided in this project. A cadre of staff will be trained throughout the grant project so that they will be available to new teachers as they come to the district. Also, as evidenced by CISD's commitment to implementing, sustaining, and expanding this project, CISD has committed 10% in Title 1 and School Improvement funds to support this plan.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes used to establish challenging yet attainable performance measures included the same processes as the district and campus needs assessments:

- A series of conversations were held among staff, students, parents and other stakeholders in the community and asking them questions such as "If we believe all students can be successful learners, what do we expect them to learn?"
- Identify, collect and analyze multiple forms and sources of data that included demographic data; student achievement data; school report cards; Positive Behavioral Intervention and Support data; survey data from students, parents, and staff; process data such as policies, procedures and practices. Once the data was collected conclusions from the data was drawn and a problem statement was developed.
- Based on the assessment of student learning needs, we identified measurable, attainable, and targeted goals aimed at increasing student achievement. These goals for student learning were submitted to the Superintendent in the spring, 2016.
- Strategies and actions to ensure goal successes were developed. Learning strategies that work best for students and adults were identified; goals were modified and a timeline was attached to each goal; interventions to accomplish the goal was developed; the people responsible for each goal was decided.

The problems uncovered with project delivery will be identified and corrected through the Root Cause Analysis method. As a part of goal identification, each project campus is able to identify the number and names of children they need to help reach proficiency. Root-cause analysis assists the campus in identifying all possible interactions that could be contributing to the area of concern.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CES follows the Connally ISD RTI Guidelines and Procedures and will become a data-driven campus. During the school improvement process, the district consulted with Dr. Pam Bell and began to use materials from *Building RTI* at the Meadows Center (The University of Texas at Austin) to guide data collection and decision-making. All students are screened in reading and math using iStation and Accelerated Math. Teachers then complete Class Summaries and administrators complete Grade Level Summaries. Both detail the services being received and the degree of gaps in student learning. The RTI Campus Team (composed of the RTI Coordinator, campus administrator, diagnostician, interventionist, and teacher) holds Collaborative Conferences to determine appropriate interventions based on student needs. Teachers will expand on the practice of measuring the level of student achievement through interim assessments to check for student understanding of new concepts taught; teachers will make use of the data to inform instruction. The results of these assessments will be brought to the Collaborative Conference and teachers will discuss individual students and trends in learning. Under the direction of the Literacy Coach, the team will record prescribed activities and dosage rates for activities on the Collaborative Instructional Logs (CIL). The teachers keep a binder with the CILs to make notations regarding student participation levels, problem-solving strategies used for activities, student responses to interventions during the mathematics and reading, and common mistakes. These logs are used as the teacher or interventionist works with the student in small group or individual settings. This personalized and detailed data is recorded on each student's CIL. At the end of the prescribed intervention timeframe, the Campus Team reviews progress during the Collaborative Conference. By examining the CILs over a period of time, the team then arrives at a decision regarding the appropriate prescriptive interventions that may be needed for each individual student. The team may change the intervention, continue the intervention for another round, move the student to Tier 1 Watch list, or refer for evaluation (Tier 3). This process is monitored by the principal, assistant principal, and instructional coaching staff on the campus. Data will be shared with the **School Turnaround Leader**. Common intervention walk-through tools and spot observations are used to monitor the degree of implementation of RTI by teachers and interventionists. This allows administration to make necessary mid-course corrections.

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**Schedule #15—Project Evaluation (cont.)**

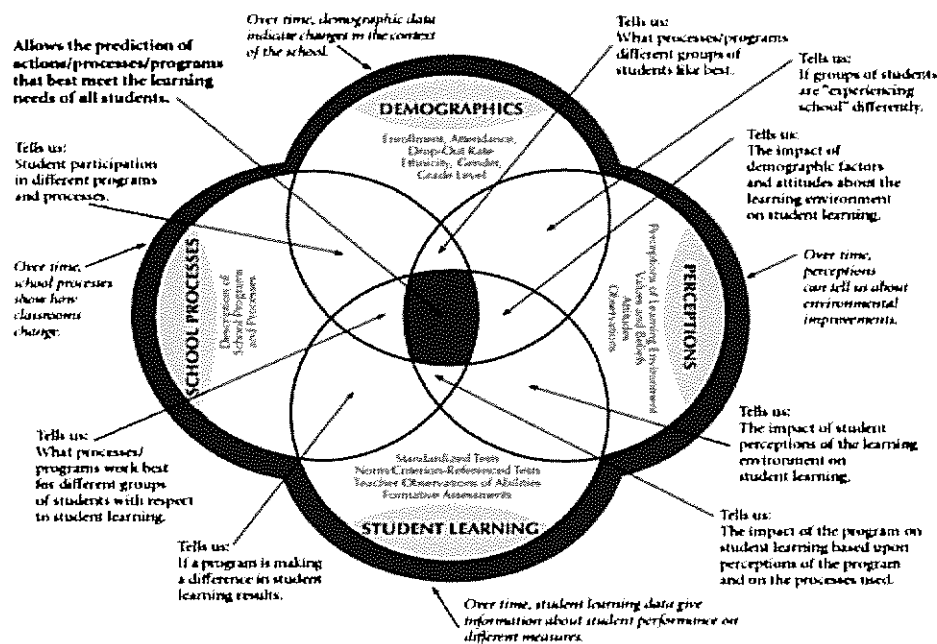
County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

CES has developed plans for evaluating student activities and interventions before beginning the implementation. These plans specify the collection and analysis of data in all areas of student interaction throughout the school year (see Multiple Measures of Data Diagram). Administrators, teachers, and even students gather information on their own performance and this comprehensive and ongoing data collecting will form the basis of assessments. The plans delineate how the results of the assessment are used to improve the effectiveness of the interventions and staff responsible for carrying out the plans. The campus has adopted Victoria Bernhardt's Data Analysis for Continuous School Improvement Model (© Education for the Future, Chico, CA (<http://eff.csuchico.edu>)). A schedule for continuously monitoring the effectiveness of program activities and interventions has been put in place. The principal and Instructional Specialists attend a Quarterly Review Meeting led by the Superintendent, Assistant Superintendent, and the **School Turnaround Leader**. At these meetings they collectively analyze student data of all types (benchmark data, universal screener data, Collaborative Instructional Logs, etc.) to make sure that students are on target and interventions are meeting student needs. Twice a year a full day is devoted to a more in-depth look at student data as well as activities and interventions. Campus Leadership Teams are expected to present student data that indicates activities and interventions are being successful and information on activities and interventions that were not successful. Monthly the Assistant Superintendent meets with the principal in a Principal Support Meeting that regularly analyze at student data. At these monthly meetings problems with project delivery are identified (using the Continuous Improvement Walk Through data as well as student data) and plans to correct these problem areas are discussed. The Principal is asked to submit a plan for corrections to any problems or concerns within 10 days to the Assistant Superintendent.

**Multiple Measures of Data****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISD has developed a rigorous process to select external providers. The DEIC wants to ensure support and sustainment over time. Therefore, the DEIC aligned CES 's instructional plan with CISD's Plan for Improvement and sought advice from the Assistant Superintendent and other administrators in CISD. For the TIPPS Project, a committee from the DEIC will serve as the selection team and the Federal Programs Director will serve as the point of contact. Committee recommendations will be presented to the entire DEIC and district procurement policies will be followed. Although staff development providers had been previously screened, the following steps were implemented: 1) **Identify a reasonably sized pool of prospective external providers:** According to Board of Trustee policy CVB (Legal) a reasonable sized pool of applications must return the RFP. The DEIC has established that at least two external providers must submit the RFP. 2) **Assess level of experience in delivering the work:** In order to compare each provider's level of experience, the DEIC will develop a *Provider Rating Worksheet* with a list of prepared questions to ask each provider regarding their level of experience. The scoring template will be a simple checklist, a rubric, or a standard set of questions to rate the responses. The aim is to establish a standard set of criteria to evaluate responses. 3) **Determine a history of prior success; consistent strong results in similar projects:** The RFP will ask that providers include a resume listing prior similar projects. Members of the DEIC will contact each project contact on the list and have a conversation with the provider regarding the success of the projects that are similar to CISD's project. In addition, a *Rating Checklist* will be completed by each member of the DEIC that contacts previous districts for additional information and to get recommendations from previous districts. Every member of the DEIC will have access to this information. 4) **Conduct a risk-assessment related to contracting:** CISD Board of Trustee Policy requires that a documented security assessment process be provided prior to the acceptance of an external consultant' contract approval. External providers must provide the district with evidence of 1) their employee/consultant employee criminal background history checks; disclosure of types of student data collected and for what purposes; language that states that CISD maintains direct control over data and providers may not use student data for any reason other than the legitimate education purposes; compliance of all FERPA laws; detailed descriptions of the Infrastructure, Systems & Technology that is used by the external provider; detailed information on security incident detection and handling. Additional safeguards are documented such as resolving disputes or terminating the contract. 5) **Execute final selection and procurement:** After collecting the proposals submitted by potential providers and gathering information directly from the provider and from other schools/districts that have used this provider, the selection committee will come to a consensus about which provider to recommend to the DEIC. After finalizing all of the data, the committee will enter into negotiations with the provider to establish a contract and working relationship that is acceptable to all parties. Areas that will be discussed are clarifying the services and materials to be delivered; clarify the costs and payment arrangements; clarify the contract length; determine the outcomes and evaluation measures to be implemented.

In addition, once providers are selected, the Director of Purchasing requires the documentation of expertise and experience be provided. Contracts below \$25,000 are approved by the Director of Purchasing; however, contracts of \$25,000 or more are required to be approved by the CISD Board of Trustees.

**Schedule #16—Responses to Statutory Requirements (cont.)****For TEA Use Only**

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Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Proposed schedule to regularly review external provider performance: In order for the external providers to meet the project deliverables in their contract with the district, an agreed upon schedule by the Superintendent, the DEIC, and the external provider will be followed. The external provider will provide monthly updates on their progress towards agreed upon benchmarks. Quarterly (October, January, April and July) the external provider will provide data demonstrating that the stated performance goals and benchmarks are being met; the effectiveness of the provider's services, including whether those services are being offered in the prescribed timeframe; quarterly reports on budget expenditures and any changes to future spending needs. A yearly review of the scope of the work that has been done will be held in July of each year. In addition, the staff receiving the external services will be asked to provide feedback to the principal regarding the quality of services. This feedback will be shared at the DEIC

Campus/district personnel responsible for oversight and management of providers: A committee from the DEIC composed of the Assistant Superintendent, building principals, teachers, the business director, and community stakeholders will be responsible for the oversight and management of the providers. This committee will make monthly reports to the DEIC as a whole. Feedback from the staff will be shared.

Process/instruments used to measure and monitor success of providers: Each external provider will have an action plan in place that lists each of the measurable performance goals and benchmarks that are tailored to the needs of the campus. To monitor the success of the providers these goals and benchmarks from the action plan will be evaluated by the committee from the DEIC.

Corrective actions or additional supports utilized to improve provider performance: If the provider is not on track with the stated project deliverables, corrective action will be done immediately. The provider will present an overview of the changes made to services, the reasons these changes were made, and their alignment to the goals and objectives of the district. The provider must provide a plan for getting back on track with the timeline and this will be reviewed in the next two weeks.

Criteria/sequence of actions to be taken to remove/replace a low performing provider: If it is the consensus of the committee that the external provider has not performed to the level that was expected and agreed upon in the contract, the following actions will be taken: 1) a written communication from the committee to the service provider and the DEIC will be sent 45 days prior to the contract renewal (if at the end of the contract) informing the provider that their contract will not be renewed for the following year. 2) The provider will have 10 days to ask for a hearing with the committee to discuss the actions. The committee will meet with the provider in a posted hearing. 3) The committee will recommend to the DEIC that the contract not be renewed. 4) The committee will vote on this recommendation and if it passes, a letter will be sent to the provider and the Board of Trustees stating that contract will not be renewed.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Assistant Superintendent will develop budget and approval processes through the CISD Finance Office. Job Descriptions will be developed and posted through the Personnel Department.
2.	Office spaces, phones, computer and printer access will be set up through the Assistant Superintendent's office.
3.	Materials and technology will be ordered through the purchasing department.
4.	The Assistant Superintendent will begin the interview process for personnel and submit to the Personnel Office. The <b>School Turnaround Leader</b> will be selected.
5.	Reconfigure staff by identifying the number of Master and Mentor teachers needed for TIPPS Program; amount of stipends to be paid; and if necessary identify the number of needed replacement teachers
6.	Establish a staffing committee to review applications, conduct the selection process and make recommendations for filling each position of Master and Mentor Teacher
7.	Advertise the Teacher Mentoring Program, Performance-Based Pay, Professional Development available through TIPPS program, Career Pathways, and program interventions (AVID; Math Solutions; data gathering programs; leadership development)
8.	Advertise, interview, and select TIPPS Project Director and the Family Liaison positions
9.	Advertise RFPs for external service providers for proposed interventions; interview and make recommendations to the DEIC for external service providers; if approved by DEIC recommend to the Board of Trustees for approval. Develop timelines for implementation of external service providers to begin.
10.	The data collection component of will be carried out to help guide the campus in the development of effective instructional leaders: 1) instructional assessment; 2) on-site school visits; 3) instructional data report; 4) evaluate stakeholder perceptions.
11.	The leadership team will attend a one-day training designed for leaders to examine creating effective learning environments; a two-day training will focus on planning, implementing, and supporting rigorous instructional for all classrooms; ongoing training will be held according to a designated schedule.
12.	The Leadership teams (principal, content- area teacher leaders, and program leaders) will attend training on comprehensive data analysis protocol to determine a focus for improvement planning, professional development, and instructional intervention. In this class leadership teams will use an analysis process using cumulative state-level data at the knowledge and skills level to determine focus areas for the year; the leadership team will attend AVID Summer Institute for training for first-year implementation.
13.	The Family Liaison will begin recruiting parents, hiring and training home visitors for the home visiting program; the Family Liaison will begin contacting the Housing Authorities where students on the targeted campus reside to implement a tutoring program at the locations
14.	Principals, Mentors and Master Teachers will attend teacher evaluation certification and become certified.
15.	Two-day evaluation startup training (leadership tem leads) for Career Teachers to understand the evaluation system.
16.	Establish a bonus award pool of funds for teacher performance awards and explain system to staff
17.	Prepare and submit required quarterly grant reports to TEA
18.	The Assistant Superintendent will work with the campus principal to ensure all fiscal deadlines are met
19.	Prepare and submit the Implementation Readiness Portfolio to TEA.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently CISD has several ongoing, existing initiatives that are similar to the planned project. First, CISD has a Support Structure for Mentor Program for teachers new to the teaching profession. A stipend is paid to Mentor Teachers from district funds. A structured support system designed from *The Mentor's Guide: Facilitating Effective Learning Relationships* (Zachary, 2012) is the basis of the program.

Secondly, CISD has identified critical areas of need in which the district has difficulty in recruiting and retaining certified teachers. Teachers that are recruited in these critical need areas are paid through local funds a signing bonus and a stipend if they meet the district criteria.

Finally, Connally ISD currently has a Texas Literacy Initiative (TLI) grant to improve school readiness and success in the areas of language and literacy for disadvantaged students at Connally Elementary School, which will end August 2017. At the elementary level the grant project focused on:

- (1) Increasing the oral language and pre-literacy skills of participating preschool children;
- (2) Increasing the performance of participating students in K-2 on early reading assessments;
- (3) Increasing the percentage of participating students who meet or exceed proficiency on the State English Language Arts assessments;
- (4) Increasing the use of data and data analysis to inform all decision-making at the district, campus, classrooms, and early learning settings; and
- (5) Increasing the implementation of effective literacy instruction through *Literacy Lines*.

The TLI Project provided the district with the opportunity to work with Education Service Center 12, the Children's Learning Institute at the University of Texas Health Science Center at Houston, the Institute for Public School Initiatives at the University of Texas at Austin, the Meadows Center for Preventing Educational Risk at the University of Texas at Austin, and the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. Also teachers were provided professional development training to support the Texas Literacy Initiative.

CISD will coordinate efforts to maximize the effectiveness of grant funds and sustain the program by continuing the existing initiatives (Support Structure for Mentor Program and the CISD Critical Needs Incentive Program) and continue to pay for the stipends as approved by the CISD Board of Trustees for the Mentor Program as well as pay incentives to teachers who are in critical need areas. Training that teachers attended with the TLI grant will not be duplicated – all of the training that is important in the TIPPS grant will be training that teachers and administrators have not received through prior programs.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Gina Pasisis

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

July 1, 2016

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model  
selected for modification:

NA

Description of the  
modification:

NA

How intent of the original  
element remains/will be met:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

NA

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

NA

Describe how the evaluation system was developed with teacher and principal involvement:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

NA

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

NA

Describe the criteria established for educator removal:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Positive school culture is linked to positive academic and behavior outcomes such as fewer incidents of disciplinary referrals and victimization (DeWit, 2009). Evidence suggest that the best intended efforts to turn around schools do not succeed if school culture is ignored. The following action steps will describe the non-academic, social-emotional, and community oriented services that will be provided to students: 1) Establish a school-wide research-based positive behavior intervention support system (Conscious Discipline). All staff will be trained in positive behavior support system from a schoolwide behavioral plan that stresses proactive and positive corrective responses toward misbehavior. Conscious Discipline integrates social-emotional learning, discipline and self-regulation so teachers spend less time policing behaviors and more time teaching vital life skills. Surveys from teachers indicated that classroom behavior is a problem that keeps classroom instruction from being as effective as it could. This behavioral program will guide the staff through focused discussions on common problems that detract from instruction and learning. 2) Utilize a Behavior Intervention Specialist (BIS). A BIS will implement and maintain a school-wide system of behavioral expectations, as well as work with teachers on classroom management and on individual student interventions. Data collection, analysis and practical implementation of positive behavior management will be used to create healthy classroom environments for students. 3) Create a system of wrap-around student services. Wrap-around services are student and family supports integrated with and delivered directly at CES. Wrap-around services will address social and non-academic barriers to student learning such as: a) Health, dental, and vision care; b) Mental health services; c) Behavioral health, nutrition, and wellness; d) Parent and family targeted services such as adult education (classes on child development, GED, English as a second language, and basic vocational skills); e) Service referrals and assistance; 6) Social work and family crisis response. The Communities in Schools (CiS) counselor will be the clear point-person tasked with identifying, coordinating, and overseeing services. This ensures that services are sustained and that the social-emotional support responsibilities do not fall on teachers or the principal. The counselor will work closely with external partners to ensure seamless integration. 4) Employ a Family Engagement Specialist (FES). The FES will focus on individual students and families and plan monthly out-reach activities for families through The FACE Program (Scholastic, 2016). The FACE Program will help parents assist their children to succeed in school. This program includes a developmentally appropriate curriculum; weekly home visits and monthly group meetings; role playing as the method of instruction; staffing that includes peer home visitors from the community in which the family is being served. The FES will also gather data that will identify gaps in perception that may exist among groups and identify root cause of any problems that surface; coordinate volunteer activities; coordinate and facilitate parent activities such as Family Math Nights, Reading Nights, and Science Nights that assist parents in helping their children at home; identify and support parenting and community education classes to support their student success; build community support by providing an outreach vehicle to seek. 5) Develop a Strong Fathers Program at CES. The Strong Fathers program, coordinated by the FES, will provide a program for CES to work effectively with the fathers and families on the campus. This program will help fill the void that many children have who do not have a "father-figure" in their home. 6) Implement the Modern Gentlemen's Group and Classy Cadets – two clubs that will be created to directly teach and promote the use of appropriate social skills and manner in both boys and girls at CES. The two groups will seek sorority and fraternity partners from Baylor University to mentor students. Students will attend at least one field trip to a restaurant to use the social skills they have learned. 6) Implement Keep Connally Reading, a program where teachers and community leaders read to students away from the school environment. The dates and locations are pre-appointed and include areas such as Housing Authorities and neighbors that do not have a library.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

NA

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School (ECHS)**. Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

NA

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**Schedule #16— Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

NA

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

NA

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 14: High-quality preschool programming (continued)**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is:  
research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

NA

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 15: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	Prior to the implementation of the Turnaround Model, staff will be screened by the Human Resource Department as to their credentials (Teaching Certification, college transcripts, references, years experience). Once the credentials are matched to the staff vacancies, a list of eligible candidates are sent to the campus principal. The Campus Improvement Team (CIT) reviews the candidates' applications, the principal contacts references, and a list of candidates are notified to be interviewed by the CIT. During the interview process, an emphasis is placed on finding new staff that have a proven record of classroom effectiveness in improving student achievement. There was actually no specific criteria that the CIT used to determine a "best-fit" for the turnaround model at this point.
Indicate the number of existing staff rehired for work in the turnaround model implementation:	Five (5) existing staff were rehired to work in the Turnaround model implementation.
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	The CIT now understands that factors commonly used in hiring decisions such as whether teachers have obtained advanced degrees or classroom experience do not necessarily correlate to improved student achievement. Through training, the CIT now has an understanding of the characteristics of teachers likely to succeed in the Turnaround context and staff who are a " <u>best-fit</u> " for the campus. The CIT will use a <u>behavior event interview</u> (BEI) which will allow the CIT to rate the strength of the candidate's specific competencies. Competencies, habitual patterns of behaving and thinking that enable teachers to improve student learning, can assist the CIT in identifying teachers most likely to dramatically improve student performance in a Turnaround school. These competencies are drawn from research on successful teachers in high-poverty schools (Wiley, 2009). A Turnaround teacher will need a combination of these competencies: 1) <u>Driving for Results</u> - a strong desire to achieve outstanding student learning and carry out actions required for success; 2) <u>Influencing the Results</u> - motivates students by working to increase short and long term effectiveness; 3) <u>Problem Solving</u> - identify challenges, analyze and design solutions in order to plan, organize and deliver instruction; 4) <u>Personal Effectiveness</u> - the teacher has confidence, self-control and belief in the learning potential of the students. By using tools such as the BEI, CES can find candidates with the blend of competencies and characteristics that boosts the chances for turnaround success at this campus.
Indicate the number of new staff hired for work in the turnaround model implementation:	Twenty-one (21) new staff were hired to work in the Turnaround model implementation.
Indicate the start date for the new turnaround implementation staff, including rehires and new hires:	August 8, 2016

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 16: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances. These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The DEIC and the Campus Improvement Team at CES will partner to co-create success for CES and CISD, understanding that CISD plays a critical gatekeeper role in determining CES's success. Successful school Turnaround calls for the district and campus to use collaborative tools, routines, and strategies. CISD has influence over many key resources essential to Turnaround including school leadership, instructional quality, personnel policies, budget, assessments and curriculum. The DEIC understands that CES will face an uphill battle if CISD is not ready to provide a range of support. The DEIC has also realized that if CES has to report to multiple people and departments the staff may not develop the rapport and understanding needed to monitor the Turnaround successfully. In fact, time can be wasted when too many departments require updates. Therefore, the Board of Trustees will **adopt a new governance structure by creating a district office for School Turnaround** to provide the necessary attention that will lead to continual assessment and monitoring. One of the clear keys to successful Turnaround is strong leadership at all levels (Herman, Dawson, Dee, 2009). **A School Turnaround School Leader** will be employed. This office will be separate from the Elementary and Secondary Divisions. The Turnaround School Leader along with the campus principal and TIPPS Project Director will articulate a clear and compelling vision for the campus, create attainable short-term goals, define high performance expectations, hold faculty and staff accountable for those expectations, and continually celebrate wins (Leithwood, 2012). This approach will yield feedback and formative accountability to help CES stay on track while navigating the Turnaround process.

CES is poised to take an important step to improve student achievement by expanding learning time for students attending this high-poverty, low-performing school. Expanding learning time by an average of **30 minutes each day** will provide students more time to learn core areas (English, reading, language arts, mathematics, science, foreign language, economics, arts, history and geography) but not at the expense of extracurricular activities such as music, physical education, service learning, and experiential and work-based learning opportunities.

Expanded learning time also provides teachers with more time for collaboration, planning, and professional development. In addition, teachers will have 6 additional duty days without students for extensive professional development. These times are scheduled prior to students beginning the year as well as throughout the year in smaller blocks of time. However, the principal will have the authority to act with autonomy coupled with accountability by having flexibility to make changes in the professional development plan if the change better meets the needs of the teachers and students.

The new governance structure will allow for clear, coherent, data-driven strategies that are aligned with district and state learning objectives: 1) high-quality assessment strategies aligned with the curriculum and TEKS; 2) robust and user-friendly data tools will be put in place; 3) develop a data-driven culture on the campus. Interim and formative assessment will correspond closely to the learning objectives. Interim assessments will be scheduled far in advance to allow for deep item analysis and result in teacher action plans. These assessments will go much further than predicting student performance on the STAAR test; they will provide teachers with insight to determine how to adjust instruction to better meet student needs. Formation assessment (organized check-ins for understanding) will be given regularly and provide for teachers to engage in a cycle of individualizing, monitoring, and adjusting instruction. Formative assessments will enable teachers to continually understand their students' progress toward instructional goals and reveal essential insight into student strengths and limitations before the administration of summative assessments.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 17: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

NA

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

NA

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

NA

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County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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County-district number or vendor ID: 161921

Amendment # (for amendments only):

**Statutory Requirement 19: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program*.

Use Arial font, no smaller than 10 point.

Critical Success Factor: *Improve the Instructional Program*

## Planned Intervention

## Description of Grant Costs to Support Intervention (Budget Narrative)

1.	Employ Literacy Coach (1) Master Teachers (2) and Mentor Teachers (3) to provide classroom teachers with hands-on training within a job-embedded environment.	1) <u>Literacy Coach</u> will provide ongoing, job-embedded training and support for teachers; 2) <u>Master Teachers (2)</u> will analyze data & create an academic plan; demonstrate lessons; coach; partner with principal in evaluation of teachers; 3) <u>Mentor Teachers</u> will lead cluster meetings and provide classroom-based follow-up & feedback to teachers. <b>Four years of salaries for these positions is \$610,800.</b>
2.	Intensive in-class coaching to support professional development, demonstrate lessons, provide on-going monitoring of instruction on a daily basis (Literacy Coach)	The Literacy Coach will help teachers take important instructional concepts that the teacher has learned and apply these concepts to student instruction. <b>Literacy Coach salary is \$173,000 for the 4 years of the project and is included in the \$610,800 amount above.</b>
3.	Through data-driven instruction, teachers will identify students in need of further assistance (screening assessment) and after school <b>tutorials</b> will be available to all students.	Trained tutors will be available four days a week and during the summer to assist students in all core subjects. To emphasize that student achievement is not just the responsibility of core teachers, all teachers on the campus will participate in after school tutorials on a rotating basis. <b>Cost of tutoring for 4 Years of the grant project is \$252,000.</b>
4.	Experts in content delivery will provide PD activities that will focus on instructional strategies, curriculum alignment, instructional scaffolding, and "backwards planning – writing assessments before lessons.	Staff surveys reveal a need for training & assistance from experts in instruction. Expert practitioners and fellow turnaround leaders will analyze elements critical in CES's turnaround plan to ensure strategies for successful implementation: AVID; Math Solutions & Do the Math; Meadows Center, ICLC; Scholastic; Discipline; StemScope Science. <b>Total Budget for 4 Years for expert training is \$992,000.</b>
5.	Afternoon instructional time will be protected at CES by planning non-instructional programs to be held after school; assemblies will be scheduled during elective classes; all events will be tied to instruction.	The Leadership Teams have all expressed the desire to have fewer interruptions during the instructional time which will allow for extended learning opportunities. Each teacher will talk with parents about the importance of making sure students are in school until the end of the instructional day each day. <b>Costs for additional instruction time for 4 Years of the grant project is \$252,000.</b>

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921		Amendment # (for amendments only):
<b>TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the key interventions the campus will implement to <i>increase teacher quality</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase teacher quality</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Teacher Quality</b>	
	<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1.	Create <u>strategic career pathways</u> so that Master Teachers, Mentors, and instructional coach take on additional responsibilities at the campus level, become part of the campus leadership team, and assist in transforming educator quality to improve student learning and student academic performance for students.	Instructional leaders in content areas, working with colleagues to drive instructional improvement as a mentor and coach of other teachers. <b>Budget on page 55 in # 1.</b>
2.	New teachers will have Mentors to assist them in their transition; a Master Teacher will provide <u>embedded, ongoing professional development</u> ; Individual Growth Plans to assist teachers in accomplishing instructional goals that lead to increased student achievement; cluster meetings that provide training and coordination with grade level/subject area teachers; a performance-based compensation system based on student and teacher growth.	Instructional leaders in content areas, working with colleagues to drive instructional improvement as a mentor and coach of other teachers. <b>Budget on page 55 in # 1.</b>
3.	A Performance Based Compensation structure will be implemented with grant funds to <u>reward and retain</u> excellent teachers and staff who demonstrate effectiveness on multiple measures - including instructional evaluations, teacher-level value added scores, and school-level value added scores. The teacher evaluation structure will include four or more classroom evaluations each year.	Incentive pay will begin be paid out at the end of Year 2 to qualified staff Years 2, 3, and 4 = <b>\$372,600</b>
4.	A combination of weekly cluster group meetings in which teachers, master and mentor teachers examine student data, engage in collaborative planning and learning instructional strategies that have been field-tested and have the opportunity to earn bonuses each year based on their observed skills, knowledge and responsibilities, their students' average growth in achievement, and the entire school's average student growth.	Model teachers who help drive instruction by maintaining laboratory classrooms & facilitating lesson study. <b>Tied with # 3 above.</b>
5.	During grant implementation a considerable amount of time will be spent in cluster meetings introducing the teaching staff to the indicators in the instructional rubric. Master Teachers will continue to embed the instructional rubric indicators into weekly cluster meetings which provide a solid opportunity for these Master Teachers to model what specific indicators look like and sound like in effective classroom teaching. After year one, teachers are evaluated four times during the school year.	Instructional leaders in content areas, working with colleagues to drive instructional improvement as a mentor and coach of other teachers. <b>Budget on page 55 in # 1.</b>

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921		Amendment # (for amendments only):
<b>TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Leadership Effectiveness</b>	
<b>Planned Intervention</b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1.	The Leadership Team will make an action plan so that everyone involved knows specifically what they will be doing differently. This will allow people to focus on making changes rather than worrying about impending changes and understanding that change is mandatory, not optional.	The leadership will evaluate the needs to current and incoming students and examine strategies to improve achievement. <b>No dollar amount is associated with this intervention.</b>
2.	Develop a shared-leadership philosophy on the campus by working as team with the Master Teachers and Mentor Teachers to lead cluster meetings of groups of teachers, demonstrate lessons, coach and team teach. An <u>Aspiring Leaders Academy</u> will provide staff with additional opportunities for growth and advancement – <b>International Center for Leadership &amp; Crucial Accountability Training.</b>	International Center for Leadership Training & Crucial Accountability Training has a cost of <b>\$227,00 for the 4 Years of the Project.</b> CES will not get results by merely replacing the Principal-an entire leadership structure must be put in place.
3.	Principal will meet with an individual coach on an ongoing basis that will nurture skills and knowledge; provide targeted professional advice and guidance; provide guidance on working with teachers to prepare rigorous lesson plans/performance tasks, select effective high-engagement teaching/learning AVID methodologies.	This expense is 10% AVID expense - <b>\$7,500 for 4 Years of Project.</b> The program has documented results that leaders become the change agents who can inspire teachers and foster educational equity.
4.	The leadership team will analyze campus procedures and expectations and will ask for staff feedback, opinions, and suggestions through surveys, and in one-to-one meetings to hold staff who make key decisions accountable for results and shift the focus of the campus to one of problem-solving rather than blaming.	<b>No dollar amount is associated with this intervention.</b> Staff feedback and group problem-solving will empower staff to take responsibility for the turnaround strategies being implemented (Donnel-Kay Foundation, 2012)
5.	The Leadership Team will take actions that result in quick "wins" in areas most obviously in need of intervention such as school culture, effective staffing, student discipline, and physical facilities. These quick "wins" will reinforce the perception of dramatic change and then will be followed by a relentless focus on improving student.	<b>No dollar amount</b> is associated with this intervention. Collective leadership is a key to continuous improvement (Aladjem et al., 2012).

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921		Amendment # (for amendments only):	
<b>TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.			
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase use of quality data</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase use of quality data</i>.</li> </ul>			
Use Arial font, no smaller than 10 point.			
<b>Critical Success Factor:</b>	<b>Increase Use of Quality Data to Inform Instruction</b>		
	<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1.	The Leadership Team and staff will attend professional development that is focused on completing a comprehensive analysis of current task students are being asked to do and instructional strategies used in the classrooms.	Staff will attend workshops that will enable them to identify strengths and potential areas of need on the campus and determine a focus for improvement planning, professional development, and instructional intervention. Registration fees and travel to meetings is budgeted for <b>\$225,000 for 4 Years of the Project</b> .	
2.	Teachers will attend AVID Summer Institutes (during the 4 year grant period all teachers on the targeted campus will be able to attend). Teachers will explore expectation and opportunity gaps and their relationship to the achievement gap and will be introduced to a data protocol that will help generate tangible evidence to meet and support challenges that exist at the campus level.	AVID is a research-based program that focuses on the necessary areas to ensure that all students are poised for academic success: Instruction, Culture, Leadership, and Systems. CES staff will attend workshops to learn techniques to close achievement gaps for students. <b>The cost for 4 Years is \$40,500.</b>	
3.	Teachers on the targeted campus will create regular opportunities to share data with students and with parents on an individual basis. This will allow both students and parents to understand the child's academic achievement.	No Costs to the project are associated with this intervention. Teachers will use planning times to meet with parents to share progress and inform parents regarding their child's progress.	
4.	The campus leadership team will utilize the data collected to constantly monitor instruction and make changes to the instructional program. Teachers will have time for individual planning and grade level team planning that will focus on analyzing data, determine which TEKS are being mastered and plan curriculum around these results.	No Costs are associated with this intervention. Evaluating school-level growth is necessary to make the best decisions for students.	
5.	A variety of professional development activities will be implemented including face-to-face staff development, coaching, observation and feedback, team teaching, learning walks with peer coaching and self-reflection. All of this data will be compiled periodically in the teacher's portfolio and will be part of the evaluation process.	Costs accounted for on page 55 # 4. According to teacher surveys 85% of teachers stated that they needed additional training on student interventions for struggling students, job-embedded professional development, and classroom coaching in real-time.	

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161921

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:**

***Increase Learning Time***

**Planned Intervention**

**Description of Grant Costs to Support Intervention (Budget Narrative)**

1. The instructional day will increase by an average of 30 minutes each day.

Teachers will receive 30 minutes of paid instructional time to work in small group tutorials and individualized sessions as necessary. The standard school day limits extra learning time for struggling students. **Cost for 4 Years is \$203,211 (also in Improve Instructional Program # 3)**

2. Teachers will have 6 additional duty days without students for extensive professional development and time for joint planning across grade levels on a regular basis. Teachers will collaborate through Professional Learning Communities (PLCs), grade levels, and across grade levels and subject areas.

Teachers will participate in 6 days of interrupted staff development that is designed to offer them intensive, job-embedded, practical training that is specially aligned to student and campus needs. **The cost of this additional time is \$109,200 for the 4 Years of the Project.**

3. Tutors (either certified teachers or college students) will provide tutoring for students who are in need of additional learning time. This will be done after school at the school and also at local **City Housing Authorities** where students are in need of additional assistance with homework and in closing achievement gaps in core subject areas.

Specialized tutoring will be done at locations where students and their parents gather such as meeting rooms in the local Housing Authorities. This type of specialty tutoring will provide parents with a chance to help their students. **Cost for 4 Years is \$252,000. (also on page 55, # 5)**

4. Within the target campus RtI framework students in Tier 2 and 3 will receive varied levels of intervention within the general education classroom with a general education teacher or other educator/service provider in addition to regular instruction.

Mentor teachers and the Literacy Coach will be available to provide interventions for students who are struggling. **Costs for the 4 Years of the grant has already been described for the Mentors and Literacy Coach.**

5. Schedules will be flexible and allow for changes when targeted students need additional learning time on specific instructional content. For example, students who need additional time to master a math skill may be

The campus will operate on a flexible schedule that is focused on what is best for students. Additional time for students who need interventions will be scheduled. **Costs for additional time has been listed on page 55, # 3.**

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	grouped together during a non-math period of time while other students are receiving enrichment.
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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 161921	Amendment # (for amendments only):
<b>TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.	
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase parent/community engagement</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for <i>parent/community engagement</i>.</li> </ul>	
Use Arial font, no smaller than 10 point.	
<b>Critical Success Factor:</b>	<b>Increase Parent/Community Engagement</b>
<b>Planned Intervention</b>	
1.	The staff will build a year-long action plan showing the link between family and community engagement and student achievement. All staff and family members will attend three interactive, full-day workshops that focus on increasing the capacity of both staff and families.  The Leadership Team will provide data that is user-friendly to all parents and community members. The CIT will organize recognition events for community parents and parent engagement activities and for to celebrate the academic success of the campus.  Implement a home visiting program model that focuses on parent-involved learning by employing a Family Engagement Specialist (FES) and Home Visitors. Services will be offered directly to parents, who then work with their own elementary age children.  The FES will work directly with families and children who are living in government housing. The FES will provide opportunities for families to be engaged in the school and the community.
2.	Supplies for recognition and academic success: \$2,500 each year x 4 = <b>\$10,000 for total grant.</b>
3.	Family Engagement Specialist salary: <b>\$142,500 Total 4-Year budget.</b>
4.	Expenses for program is cited above in # 3. Parenting skills and literacy skills for families who have children in elementary will be provided in a friendly environment for parents and families.
5.	FES salary is cited above in # 3. Wrap-around services for families in need will be available in the Home Visiting Program.
<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>  Cost of the FE Scholastic Family Literacy is <b>\$68,000 for the 4-Year budget.</b> Home Visitors- training for parents in literacy skills for a 4-year cost of <b>\$210,800</b>  Supplies for recognition and academic success: \$2,500 each year x 4 = <b>\$10,000 for total grant.</b>  Family Engagement Specialist salary: <b>\$142,500 Total 4-Year budget.</b>  Expenses for program is cited above in # 3. Parenting skills and literacy skills for families who have children in elementary will be provided in a friendly environment for parents and families.  FES salary is cited above in # 3. Wrap-around services for families in need will be available in the Home Visiting Program.	

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161921		Amendment # (for amendments only):	
<b>TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.			
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>.</li> </ul>			
Use Arial font, no smaller than 10 point.			
<b>Critical Success Factor:</b>		<b>Improve School Climate</b>	
<b>Planned Intervention</b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1.	Administer a Climate Survey to determine areas that need focus and improvement and meet with small groups (teachers, students, stakeholders) to examine together the school's climate.	Cost of Climate Survey and scoring: <b>\$2,000 (\$500 per year) for the total grant budget.</b>	
2.	All staff will be trained in positive behavior support system, <b>Conscious Discipline</b> , a schoolwide behavioral plan that stresses proactive and positive corrective responses toward misbehavior. This model will engage all stakeholders in working together toward a shared vision through community meetings and forums; visiting stakeholders in the community on a one-to-one basis; newspaper articles; social media articles.	Cost of Conscious Discipline Training: <b>\$80,000</b> for 4 Years of the project; <b>\$17,000</b> during the project will be designated for Rachel's Challenge training and materials to prevent bullying on the CES Campus.	
3.	Provide places in the hallways <i>and</i> the teachers' lounge where stakeholders can post notes expressing their gratitude for each other's actions.	No cost for this intervention. Research shows that gratitude has the wonderful effect of helping groups feel more connected to one another and also gives a boost in self-worth—both important aspects of a positive school climate (Hassel, 2009).	
4.	Celebrate teacher successes on a regular basis through personal notes, a bulletin board in the faculty lounge, celebrations the school newsletter, etc. Organize staff activities such as a "tail gating" on a football game day; a painting party; teacher luncheons.	No cost for this intervention. Turnaround Research details that stakeholders need "quick" successes and staff celebrations to keep the program going (Mullen & Patrick, 2010).	
5.	Use study circles to ensure that diverse perspectives are represented to address issues such as the achievement gaps, bullying, homework issues, and other issues that are important to students and parents. In addition, students & parents will participate in group events such as Strong Fathers.	No cost for this intervention. Targeted deviations to achieve "early wins" will teach staffs that new practices can lead to success (Spencer & Spencer, 2012). <b>\$50,000</b> has been designated for group events.	

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 161921		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 161921

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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